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ENGL 3391

Dr. Dail

YAL Test Analysis

Being on the other side of a test is certainly an enlightening experience. Having to create an assessment over a book was a wonderful and rewarding challenge. I felt my brain straining to come up with obscure, (but not too obscure) tidbits from the novel; as well as ways in which to synthesize this knowledge into real-world experience and applications. I feel like I came up with an acceptable assessment. Anyone who can pass my test has definitely read the novel. Beyond that, if they can ace my test then they most assuredly understood the novel as an active reader. My test consists of three sections: multiple-choice, identifying quotes, and an essay question.

The Multiple-choice questions fully gauge basic comprehension of the text; if a student is able to do well on this portion then it is obvious that he/she has read and remembered the novel. The Quotes are a bit tougher than the M.C.’s. When designing this portion of the test I thought back to Bloom’s taxonomy. The quotations measure a student’s ability to understand, apply, and analyze. They are forced to understand the quote in order to apply its meaning to the text overall. In addition to this, they must analyze the quote to find any additional meaning they may not have realized upon a shallow reading. I was psyched to hear that my group members enjoyed this portion the most. I put a lot of thought into which quotes to use and to hear that they’re effective was very gratifying. Finally, in the essay portion I wanted to measure the student’s evaluative and creative abilities. I ask the students to make a choice as to whether the explosion of technological prowess in the governmental and private sectors of society is a good or bad thing. Making this judgment means that the students are engaging in evaluation of a concept in the novel. It also allows them to create a new scenario in which they have the final say-so about the concept’s ethicality.

I learned a lot about deductive thinking by creating this test. I had to take knowledge I already possessed and use it to generate questions. This was a confusing process because I could not be sure that anyone could answer the questions but me. Adjusting to this process meant putting myself into the mindset of a young adult. This way, I could better consider their thought process and ability. It was more of a challenge than I expected it to be.

Even so, I’m concerned that my test might be too difficult. I think that I could certainly pass it, (even if I had not created it) but I am not certain that it’s difficulty matches up to the level of an adolescent. I also wonder whether or not I put too many multiple choice questions on the test. If a student has read the novel, then all of these questions, (I would think) are ridiculously easy. I intended it this way so that the student would have some leeway in the essay and quotation sections of the test, but I continue to second guess my judgment in this regard. The feedback I received from my group members only served to reinforce this concern. The essay is worth a lot more than any other section, and it had not occurred to me during the creative process that it might be too intimidating. These are all concerns and questions that I will carry with me into future test-making.